

# SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Level 1 English

### 1.2: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.**

For Assessor's use only		Achievement Criteria			
Achievement		Achievement with Merit		Achievement with Excellence	
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	<input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	<input checked="" type="checkbox"/>	Show perceptive understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	<input checked="" type="checkbox"/>
Overall Level of Performance				E	Low Excellence



You are advised to spend 60 minutes writing and planning an essay on your chosen topic.

## INSTRUCTIONS

Write about ONE or more visual or oral text(s) that you have studied.

If you choose to write about more than one text, the text you write about could be the same type (eg, TWO films) or different text types (eg, a film and a graphic novel). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- film
- television programme
- drama production
- graphic novel
- radio programme
- oral performance.

OR a combination of the above (inter-textual studies).

Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

### TOPICS (Choose one)

1. Describe at least ONE **important conflict** in the text(s).  
Explain why the conflict(s) helped you understand an idea in the text(s). Discuss visual/oral text features in your response.
2. Describe at least ONE **important event** at (or near) the end of the text(s).  
Explain why the event(s) helped you understand the director's idea(s). Discuss visual/oral text features in your response.
3. Describe at least ONE **idea** that you thought was important in the text(s).  
Explain how visual/oral language features were used to show you the idea(s) was important.
4. Describe at least ONE **character or individual** who played an important role in the text(s).  
Explain why the character(s) or individual(s) was important in the text(s) as a whole. Discuss visual/oral text features in your response.
5. Describe at least ONE **aspect of setting** that was important in the text(s).  
Explain why an aspect(s) of setting helped you understand a key idea(s). Discuss visual/oral text features in your response.  
*Note: Setting might include time and/or place.*
6. Describe at least ONE **point-of-view** that was developed in the text(s).  
Make sure you understand and can write about BOTH parts of the topic before you start writing.

Visual/oral text features could include:

- |                      |                         |                              |
|----------------------|-------------------------|------------------------------|
| • layout             | • structure             | • dialogue                   |
| • colour             | • special effects       | • narration                  |
| • lighting           | • music                 | • use of voice/body language |
| • costumes/props     | • sound effects         | • imagery                    |
| • editing            | • ambient sound/silence | • language                   |
| • rhetorical devices |                         |                              |



Topic number: 3

Circle your chosen visual/oral text(s):

television programme

radio programme

drama production

graphic novel

film

oral performance

Title(s): Schindler's ListAuthor/creator(s): Steven Spielberg

Use the space below to map or plan your ideas. Begin your essay on page 5.

## PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic and the central idea(s) of the text, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

IntroIdea that the Holocaust was awful.Shown by visual and oral texts.KEY POINTSOne - MusicTwo - Colour / ImageryThree - DialogueCONC- Refocus main idea (Holocaust Awful)



Begin your essay here.

The candidate has clearly identified the idea.

Assessor's  
use only

Schindler's list is another cinematic masterpiece from world famed director Stephen Spielberg.

The movie is based upon the great actions of a great man, Oskar Schindler, and his ~~extraordinary~~ successful attempts to save thousands of Jewish lives during the Holocaust.

A main idea of the movie is to show how horrific the Holocaust was, how awful the mass extermination of six million Jews was ~~and~~ the images right before your eyes.

Stephen Spielberg emphasises through his use of supremely effective visual and oral techniques, including Music colour and dialogue.

The candidate has established direction for the essay with a focus on visual and optical techniques.

Firstly is the use of colour. Colour is a simple and extremely versatile technique and yet is an integral part of any film.

~~An example from Schindler's~~ Schindler's list is no exception, in fact colour has been used in a unique way in the film because the whole movie is produced in black and white which gives it the atmosphere of the time. However there is a little ~~red~~ girl in the movie wearing a red coat walking round in the liquidation scene where all the Jews are getting ~~forced~~ forcefully evicted from the Krakow Ghetto. This colour

The candidate has made an evaluative comment on a general level, showing appreciation of the technique.

links the girl as ~~as~~ not just a girl but a symbol of the Jews. The ~~last~~ last time we see her she is dead, being walked

The candidate has established and explained the purpose of colour, providing specific detail.



*Shah*

The candidate has explained the colour technique in terms of intended effect.

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use only

to a portrait of burning bodies. This use of colour helps to emphasise the idea of horror by linking the Nazi atrocities to this one innocent girl; ~~she~~ she is the light of the Jews, snuffed out.

In my opinion this unique use of colour binds a strong relationship between the viewer and the Jews and makes the crimes against them even more inhuman, it's like the Jews are our old friend murdered.

The candidate has established an appreciation of technique on a general level.

The next technique is the use of Music. Have you ever tried watching a movie with no music? All impact is lost which reinforces the ~~the~~ importance of music as a technique. ~~The example~~ During the extermination scene a sombre funeral dirge plays in the background as the bodies of thousands of dead Jews ~~are~~, including the little girl in red, are being wheeled to the mountain of fire "We have to get rid of everything, down to the last landlubber." ~~Lothar~~ Amon Goeth, general of the Plaszow camp. In my opinion the funeral music creates a mood where all the atrocities committed are thrown into sharp relief. The whole of the Holocaust and the crimes committed ~~are~~ well up inside, the mixture of emotion, anger, ~~and~~ sadness, ~~the~~ horrific amazement all brought

The candidate has linked specific details of technology to concrete moment within the film.



The candidate has provided a specific example (although a further example and discussion of this technique on a wider scale would secure a solid Excellence).

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back into focus.

Finally is the verbal technique of dialogue. Words can save lives and this comes so true in this movie, as Schindler's words saved thousands. When Schindler finally decides to save his Jews he goes to Cech in an attempt to buy his Jews with the line "What is a life worth to you?" These words signify one man's ambition, his life in one sentence. This technique though not directly but subtly shows how awful the Holocaust was, in fact it looked into deeper ~~than~~ these words form the basis of the Nazi vision. They took away the Jews humanity, the Nazi Germany ceased to see them as people but as objects, the objects to be beat to be killed over sold. ~~How much is it worth to you?~~ In my opinion the dialogue in this movie is absolutely effective and encompasses the horrors of the Holocaust.

~~The year~~ Spielberg's Schindler's list is a ~~masterpiece~~ a piece of cinematic excellence, a masterpiece created from the ashes of something as awful and sadistic as the Holocaust. It has revived ~~the~~ an event that has left



Extra paper for continuing your essay, if required.

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a scar on Humanity. Through the use of the techniques of Music, colour and dialogue we are thrown into the past, even though we cannot begin to imagine the atmosphere of the time, this is as close we can get to the horror of the time. How much is a life worth to you?

The candidate has produced a mature, concise, and coherent essay, featuring a genuine appreciation of the text as a crafted piece of literature. The essay is structured around distinct, fully developed points, with examples provided and examined. In the conclusion, the candidate has reasserted the central idea.



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Overall Level of Performance		<input type="text" value="E"/> <b>High Excellence</b>



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- |                             |                                |                                     |
|-----------------------------|--------------------------------|-------------------------------------|
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| • <i>colour</i>             | • <i>special effects</i>       | • <i>narration</i>                  |
| • <i>lighting</i>           | • <i>music</i>                 | • <i>use of voice/body language</i> |
| • <i>costumes/props</i>     | • <i>sound effects</i>         | • <i>imagery</i>                    |
| • <i>editing</i>            | • <i>ambient sound/silence</i> | • <i>language</i>                   |
| • <i>rhetorical devices</i> |                                |                                     |



Topic number: 2

Circle your chosen visual/oral text(s):

television programme

radio programme

drama production

graphic novel

film

oral performance

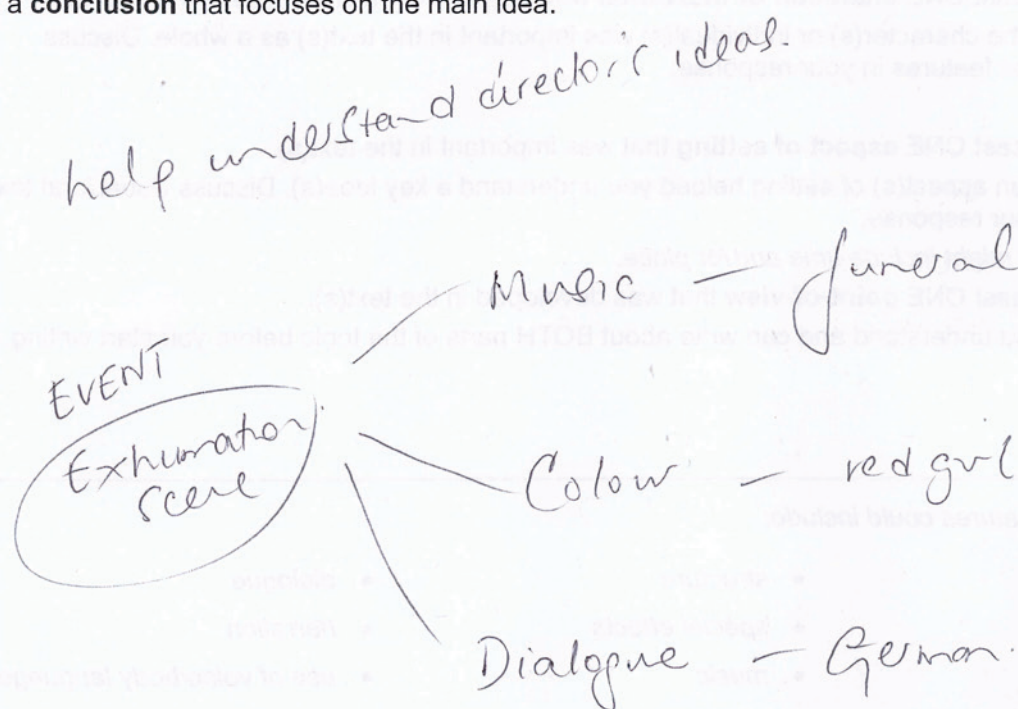
Title(s): Schindler's listAuthor/creator(s): (Director) Steven Spielberg

Use the space below to map or plan your ideas. Begin your essay on page 5.

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Begin your essay here.

The candidate has clearly established the important event and connected it to the director's idea, which is also identified and verbalised.

Assessor's  
use only

In the film *Schindler's List*, directed by Steven Spielberg, an important near the end of the text was the exhumation scene, because it helped me to understand the director's idea that this sort of disaster in history is never to be repeated. Spielberg effectively utilises an array of visual and oral text features such as music, colour, and dialogue to ~~inform the audience~~ convey his main message to the audience.

The candidate has provided an overview of key techniques.

*Schindler's List* is set in World War II. <sup>with the majority of the film in black and white.</sup> Schindler is a Nazi profiteer whose initial goal was to make lots of money. During this time of discrimination from the Nazis towards the Jews, many discriminating laws were passed. Jews were collected into a small ghetto, one at Krakow, where it which was soon liquidated and all the Jews were moved into concentration camps to work. Schindler makes a strange emotional connection to a small girl wearing a red coat. ~~There~~ He later sees her again in another scene where all the Jewish corpses were being exhumed in an attempt to erase the Jewish race from existence. Except this time she is not alive, and it is this which is Schindler's turning point in his pursuit to save ~~the~~ some of the Jews. In this exhumation scene, the usage of the visual and oral text features is how the director expresses his ideas.

The candidate has given a concise summary and context for the chosen event.

One oral text feature used in this scene was



The candidate has provided specific detail and examples, along with an explanation in terms of both viewer response and director's intention.

Assessor's  
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Music. The music in this scene was very dramatic, funereal and terrifying. Heavy brass and string instruments intensified in horror in this scene. A specific example in this scene was when the large piles of burning exhumed bodies were shown. At this point the music really became loud and the deep brass section took over. This sad and horrific music really helped me to understand ~~how~~ Spielberg's message, that ~~this~~ history should never repeat itself. The combination of the intense music with the burning imagery created a scene that I would never want to see or experience again. It was disturbing and clearly shows the viewer the horror of the event.

The candidate has explained the technique with specific detail and an example.

Another visual text feature used in this scene was colour. In the entire film there are only four occasions where colour is used and in this scene is one of them. Back at the liquidation scene we first saw the girl wearing a red coat. In the exhumation scene this is the second time we see her. When we first saw her, her colour stood out amongst the monochrome background. Because she was in colour, we automatically make special connections to her because we think the colour must be of some significance. In the exhumation scene, an example of where colour is used to convey Spielberg's idea is when the shot of the girl in red is seen in a pan shot across the screen lying in a wheelbarrow among other dead corpses. Our feelings of her uniqueness are re-evoked in this scene, which compels the audience to sympathise with this little girl. I think that this little girl's

The candidate has explained both the intended and resulting effects.



The candidate has expanded on the effect of the technique with perceptive comment and insight.

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use only

independence from the rest of the Jews shows us how we shouldn't let this sort of action ever take place again.

Another ~~visual~~ oral text feature used in the scene was dialogue. Throughout the film there are only few times when German is used instead of English, and this scene is one of them. An example of German used in this scene was when one of the Nazi SS Soldier started going crazy and shooting at the large piles of dead corpses. He started screaming really loudly in German, which was effective because it really was really sudden so it recaptured my attention to the horror of this scene. The use of German in this scene is representative of the Nazis and their dominance over the Jews. I thought that ~~German~~ the <sup>use</sup> of German amongst English dialogue, was effectively used to refocus the audience's attention to the real terror of this event, which reconfirms Spielberg's idea he is trying to get across, that this event should never be repeated.

In the film Schindler's List, ~~Schindler~~ in the exhumation scene of the Jews, ~~is used to express~~ the visual and oral features, music, colour and dialogue are effectively used to help the audience understand Spielberg's idea. I think Spielberg was trying to convey the ~~kind of~~ imagery to be like hell with the

The candidate has made a solid point that needs to be developed further, to show how the technique reconfirms the director's idea that the event should never be repeated.

E



Extra paper for continuing your essay, if required.

Assessor's  
use only

burning bodies and ~~the~~ the terrifying music and dialogue. ~~The idea that this idea also~~ This scene clearly shows Spielberg's message about how man could be so inhumane to his fellow man, and that this sort of event should never be repeated.

**The candidate has looked at the techniques holistically and reconnected them to the central idea and intention**

**Overall, the essay is coherent and structure. The candidate has shown a mature understanding of the techniques discussed and an appreciation of how the techniques work together to deliberately communicate an intentional idea. Not all points are fully developed to an equal extent, but the candidate has demonstrated a convincing knowledge of text revealed through specific detail.**